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ABSTRACT

Basic concepts of management by objectives are presented for the school principal interested in turning the idea of educational innovation into the fact of educational innovation. The difference between objectives (ideas) and outcomes (events, products, achievements) is discussed, and methods for developing, writing, and evaluating objectives are suggested. (MJB)

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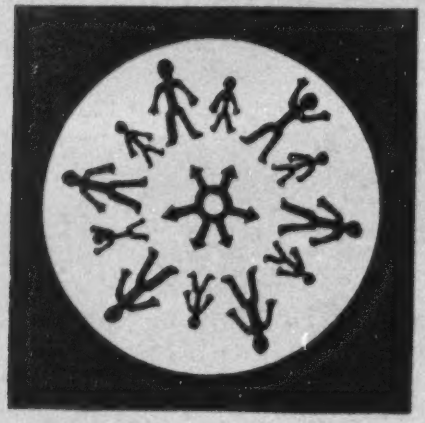
OBJECTIVE SETTING MATERIALS



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MANAGING AN INNOVATION

To move from the existing program to any revision requires the principal to manage or arrange all kinds of things:

people time, dollars, facilities, materials, influences, reports, innovation training, extra people, governance, expectations, etc.

To do this effectively, the principal needs a road map: a formal visible pattern that helps track where he or she wants to go, where he or she is, what he or she has. That attitude is the first step in setting up a formal management system, be it called MBO, PPBS, OD, etc.

The basic character of a successful manager is that he or she wants to move from keeping track of all activities at once all of the time to defining what are Inputs, Activity, Outcomes. The good manager uses this simple framework to map the pieces he or she is working with. Thus one can connect outcomes and inputs into a continuous framework for managing change from insight to awareness to development to implementation and to outcome.

More importantly, though, for a manager are the transformations in the development process to get an innovation operational. These special concepts are the basics of a formal management system. They are:

Mission
Innovations
Objectives
Program Plan
Outcomes

At this point, it seems important to review what distinguishes a manager from others. The following translations are what he undertakes to get agreement in his school.

A. FROM VISION TO MISSION

B. FROM INVENTION TO INNOVATION

C. FROM EXPECTATIONS TO OBJECTIVES AND THEN OUTCOMES

D. FROM PROPOSAL TO OPERATIONS

E. FROM ACTIVITIES INTO PROGRAM PLAN

What the manager is in fact doing is to categorize and define the stages of the development of the innovation. The translation steps all need to occur and each can be pursued through different processes. The important factor to recall is that each translation must result in a short written statement agreeable to those who are involved in the development. Loose ends here cause rampant confusion.

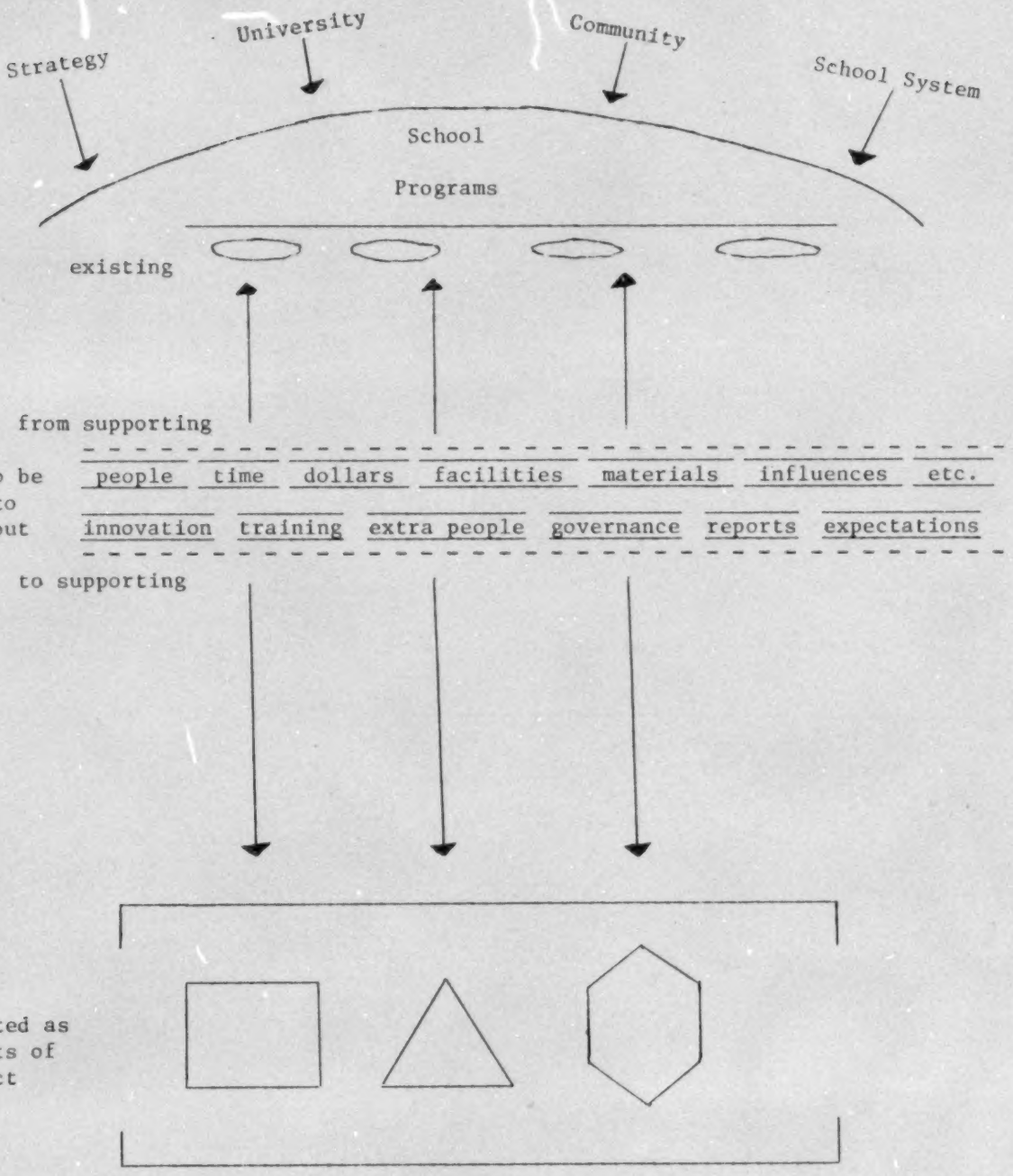
One cannot manage expectations; one can manage outcomes. The formal management system makes it possible to track where one is in terms of plans and results. The important thing is not control of activity, but rather outcomes. Two points need to be kept clear:

a. expected outcomes are projections and hopes at the beginning of an innovation. The actual outcomes are what the innovation will be assessed on; not its dreams. The manager needs to not only clarify objectives and outcomes early, but also to record the actual outcomes and the events that influences the change in outcomes, if any. Effective management captures these real unusual events and repeats the conditions for success.

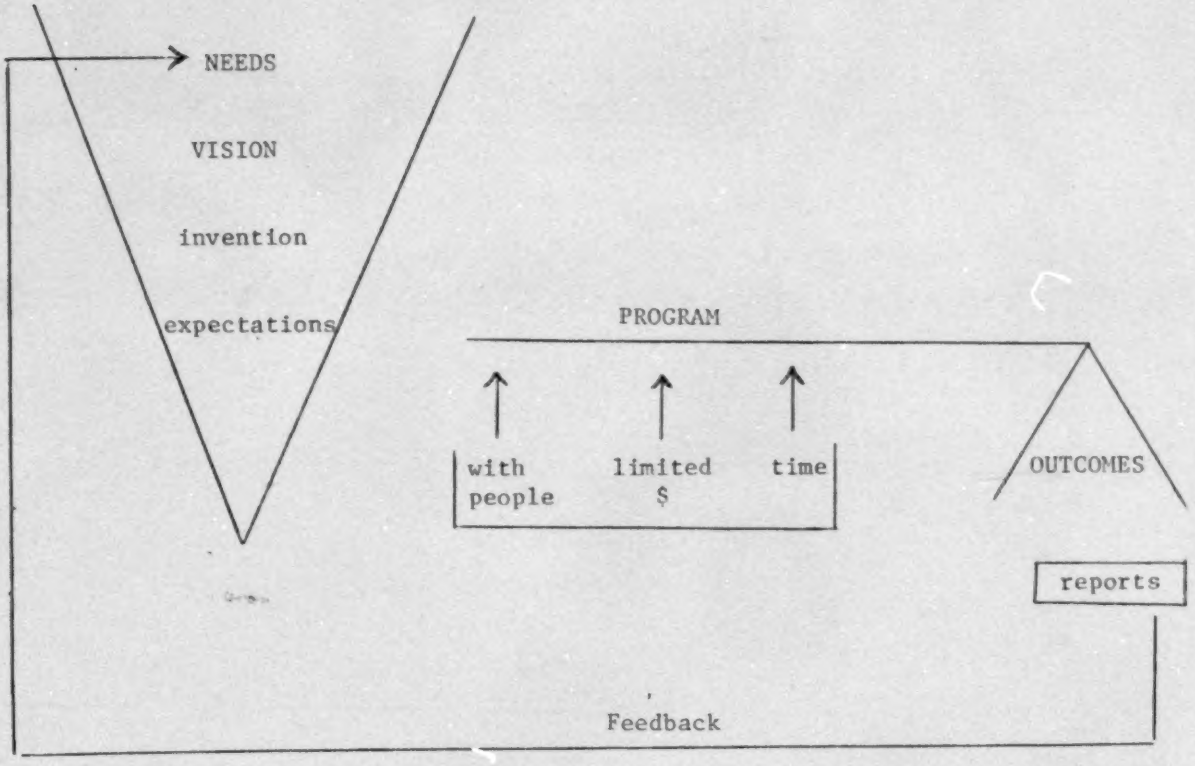
b. personnel, dollar, and time allocations can be as detailed as one can imagine. The use of a broad general outline rather than specific controlling procedures is suggested.

A formal management system indicates the interrelation of the objectives, outcomes, innovation, personnel, dollars, time, primarily to allow for teaching and assessing outcomes. How often the actual outcomes assessment is made in a school varies in terms of school calendar, objectives, and personal whim. What is important is that assessment happen, not when.

MANAGING AN INNOVATION IN A SCHOOL



Managing in an Environment of Change



Managing an Innovation

1. Translate Vision into Mission
   - A. . define who will be served
   - B. . define principles for service
2. Translate Invention into Innovation
   - A. . define what is going to be done
   - B. . define what already exists that is like what you invented
   - C. . define who is going to do what
   - D. . define who has to make what changes
3. Translate Expectations into Objectives and Outcomes
   - A. . define who will be served
   - B. . define what they will be able to do
   - C. . define what helps to get the job done and what things will block getting things done
   - D. . define how much you hope to do

     minimum - realistic - maximum
   - E. . define when you will check to see where you are and write about it
   - F. . state what you expect to do
   - G. . state what you expect to get out
4. Translate Proposal into Operations
   - A. . clarify outcomes
   - B. . clarify each person's role in getting expected outcomes
   - C. . clarify dollars available to get expected outcomes
   - D. . clarify time available to get expected outcomes
   - E. . negotiate differences with staff and with outside agencies
   - F. . clarify what will be recorded when

G. . clarify how changes will be made and who will decide what

H. . clarify who will keep track of the records

I. . clarify who will write the report

J. . clarify who will approve the report

K. . clarify who will get copies of report

5. Translate Activities into Program Plan

(a) define all pieces of the system

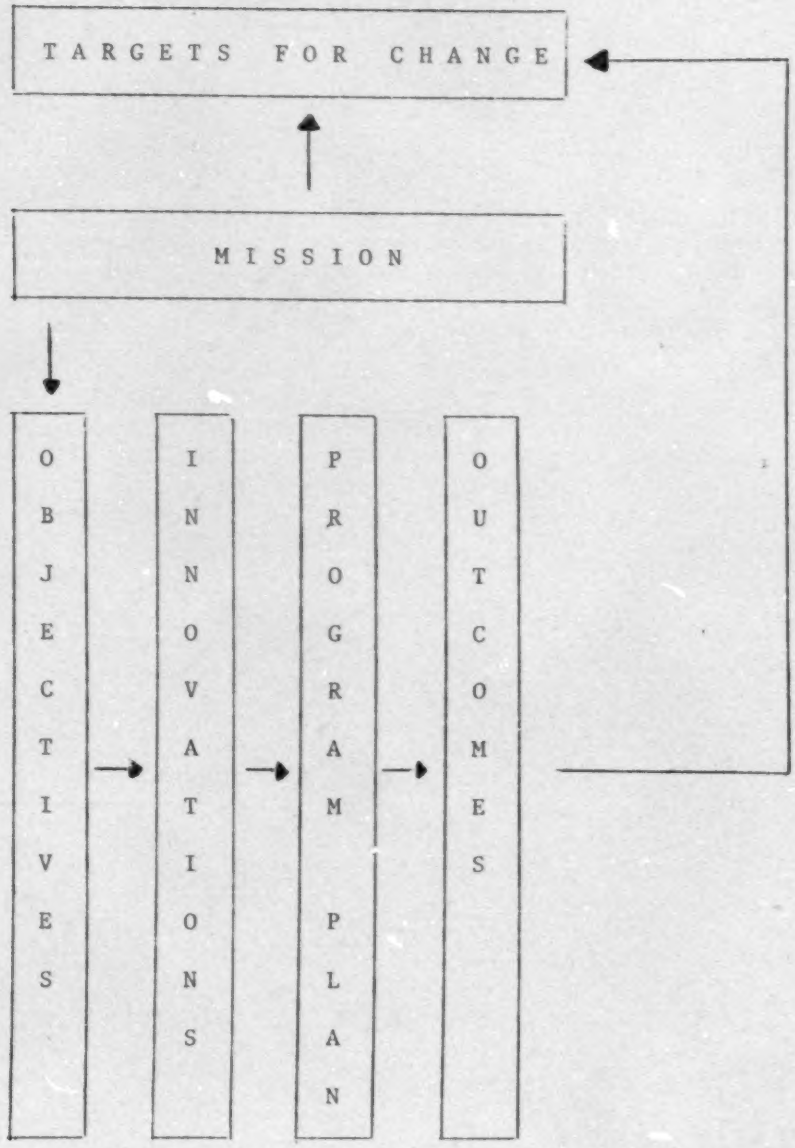
(b) prepare chart leaving space to fill in blanks

(c) define when chart will be updated and amended

(d) define process for establishing actual outcomes at each stage

(e) post Summary Chart

(f)


TARGETS FOR CHANGE
MISSION
OBJECTIVES
INNOVATIONS
PROGRAM PLAN
OUTCOMES

DEVELOPING AN OBJECTIVE

Objectives are the basic building block for a formal management system because they provide the organizational pattern for accomplishing the Mission of the School.

The difference between objectives and outcomes, then, is that objectives are ideals or ideas of the organization; outcomes are actual down-to-earth events, products, achievement in learning, or learning to teach.

Objectives: Criteria for Testing their Adequacy

Results-Oriented	Is the outcome of the activity described?
Observability	Can the results be seen or verified by others?
Not Currently Attempted	Can the results be given a place in relation to other objectives?
Achievability	Is there a reasonably good probability that the result can be attained?
Time-Dependent	When is the desired result expected to occur?
Conditions affecting results	Have the circumstances likely to affect the achievement of the objective been identified? (positive and negative)
Degree specified	How much is to be achieved?

Developing an objective is as simple as A, B, C, D.

ELEMENTS OF A PERFORMANCE OBJECTIVE

Audience: who will be affected?

Behavior: what will they have to do?

Conditions: what resources, constraints exist or need to be available to change behavior?

Degree: how much needs to be accomplished - minimum, realistic, maximum?

Pull your rough ideas together in the following format:

-SAMPLE-

Given a $5,000 budget and the release of 15 staff-members for 10 training days, 15 teachers in the Smith School will, by March 30, each develop learning activity plans for the next month for each pupil containing all ABCD elements.

The objective will be reached if each Team has:

	Minimum	Realistic	Maximum
# of learning activity plans	60% of pupils	90% of pupils	for all pupils
areas covered reading	90% of pupils	95% of pupils	all pupils
math	80% of pupils	90% of pupils	all pupils
science	50% of pupils	60% of pupils	70% of pupils
art	60% of pupils	65% of pupils	70% of pupils
music	20% of pupils	40% of pupils	60% of pupils

Summary Statement: _____

OBJECTIVE
Given _____
(someone) _____
will _____
for _____

EXPECTED OUTCOMES

The objective will be reached if (someone) _____ has:

areas of accomplishments	Minimal # or %	Realistic # or %	Optimistic # or %
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

OBJECTIVE:

AUDIENCE (Who will be affected?)

BEHAVIOR (What will they be able to do as a result of activity?)

CONDITIONS (What resources, constraints exist or what needs to be available to get audience to learn behavior?)

DEGREE (How much change in behavior needs to be accomplished - minimum, realistic, maximum?)

ACTION WORDS FOR BEHAVIOR DESCRIPTIONS

Accept	Counsel	Interview	Reject
Account	Create	Investigate	Release
Acquire	Credit	Issue	Render
Activate	Decide	Justify	Repeat
Adhere	Declare	List	Report
Administer	Define	Maintain	Represent
Allocate	Design	Make	Request
Analyze	Determine	Measure	Require
Anticipate	Develop	Meet	Requisition
Appraise	Direct	Modify	Return
Appropriate	Disburse	Negotiate	Review
Approve	Discharge	Participate	Safeguards
Arrange	Employ	Perform	Schedule
Assign	Engage	Plan	Screen
Assist	Establish	Prepare	Secure
Assume	Evaluate	Preside	Seek
Audit	Execute	Presides	Select
Authorize	Exercise	Process	Serve
Change	Extend	Procure	Service
Changes	Follow	Produce	Ship
Collect	Forecast	Program	Stimulate
Compare	Formulate	Promote	Store
Compile	Furnish	Propose	Strengthen
Concern	Give	Protect	Submit
Consider	Guide	Provide	Supervise
Contact	Handle	Publicize	Supply
Continue	Hold	Purchase	Tell
Contract	Identify	Operate	Terminate
Contribute	Improve	Organize	Test
Control	Inform	Receive	Transfer
Cooperate	Initiate	Reclaim	Train
Coordinate	Insure	Recommend	Upgrade
Correct	Interpret	Recruit	Write

OBJECTIVES: CRITERIA FOR TESTING THEIR ADEQUACY

. Results-Oriented

Is the output of the activity described?

. Observability

Can the results be seen or verified by others?

. Not Currently Attempted

Have the results been obtained already?

. Related to Other Objectives

Can the results be given a place in a hierarchy or structure of objectives?

. Achievability

Is there a reasonably good probability that the result can be attained?

. Time-Dependent

When is the desired result expected to occur?

. Conditions affecting results

Have the circumstances likely to affect the achievement of the objective been identified?

. Degree specified

How much is to be achieved?

OBJECTIVE

Innovation	Effect on Targets

OBJECTIVE

Activity	Person Responsible

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ASSESSMENT OF INDIVIDUAL OBJECTIVES

OBJECTIVE	OUTCOMES	DEGREE OF SUCCESS IN REACHING OBJECTIVES	FACTORS OF INFLUENCE

USING OBJECTIVES TO MANAGE ACTIVITY

The major purpose of a management system is to make it possible to assign clear responsibility to individuals for activities which assure the accomplishment of objectives. It is important to outline the steps required in the organization for getting an objective done.

Completing the following format is a useful next step:

OBJECTIVE: _____

_____

SEQUENCE OF ACTIVITIES	PERSON(S) RESPONSIBLE

OBJECTIVE: _____

_____

SEQUENCE OF ACTIVITIES	PERSON(S) RESPONSIBLE

A

B

C

D

REPORT ON ACTIVITY

An example of an (individual) (group) activity involvement.

Activity:

Who was involved:

How the process developed:

Results:

Needs:

MANAGER'S MONITORING RECORD

Objective (task) _____

What happened?

What didn't happen?

What needs to be changed?

Planned Activities: